

The Differentiations of Educational Programs at Mekelle University: Factors, Challenges and Consequences to Teaching and Research.

**(A Qualitative Case Study of the Educational Programs Differentiated from Social and
Pedagogical Sciences Unit- SPSU, Mekelle University- Ethiopia)**

Nigusse Weldemariam Reda



Master of Philosophy in Higher Education

University Of Oslo

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<http://www.duo.uio.no/>

Print: University of Oslo

Abstract

This study was aimed to explain the differentiations of the educational programs at Mekelle University Ethiopia, and the SPSU was taken as an example. The SPSU was an academic unit, which in the meantime differentiated into four educational programs namely psychology, institute of pedagogical sciences, history and cultural studies and civics and ethics. Particularly, it aimed to address the following questions: What were the factors that explained the differentiations of SPSU; were there some challenges during the differentiations of the SPSU, If so, how are these challenges explained? And, what are the consequences of the differentiations of the SPSU to the relationship between teaching and research?

Semi-structured interview and document analysis were used to collect the data. The semi-structured interview was carried out with four participants, one from each differentiated educational program. All of the participants were academic staff in the respective educational programs. And, three of the participants were interviewed face-to-face, while the one was interviewed on Skype. A narrative qualitative data analysis technique was used to analyze the data collected through the interviews and documents.

The study found that, the national and institutional factors explained the differentiations of the SPSU. The national factors were: the increase in the numbers of the higher education students, the ‘seventy’ versus ‘thirty’ programs mix in students’ enrollment, the introductions of the ‘added-on’ teacher education policy and business processes reengineering. In addition, institutional factors such as, the Mekelle University’s twenty years strategic plan and demand of the academic staff to establish an independent educational program had explained the differentiations of the SPSU.

Further, during the differentiations of the SPSU, there were challenges related with divisions of the academic staff and courses were challenging. These problems were seemingly resulted from the overlapped knowledge territories of the differentiated subunits.

Finally, the academic staff perceived that, even though the relationship between teaching and research is practically determined by the time, fund and teachers' commitment, the differentiations of their educational programs has paved a way to development of some conditions that enhance the relationship between teaching and research. Among which are, with differentiations, the teachers have got the possibility to develop and update their teaching methods, course contents. Moreover, the differentiation has also enabled them to have students and to be represented as independent educational programs in the share for the institutional and national budgets for teaching and research.

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Abbreviations

SPSU

Social and Pedagogical Sciences Unit

AIEGPPM

Annual Intake and Enrollment Growth and Professional program Mix of Ethiopian Public Higher Education: Strategy and Conservation plan

Chapter 1 Introduction

1.1 Background

Universities are the oldest institutions that had survived since the medieval periods. That is , it is claimed that, some features of the higher education institutions such as the community of masters and student were seen at about the 12th century (Rüegg, 1992, p. 6). Since then, the institutions have shown various transformations related to their purposes, their roles in the society, sources of income, and students' populations etc.

Moreover, the intense differentiation of the educational programs is also part of these transformations. Differentiation, in this regard, refers to the divisions of the educational programs in to specializations or new academic programs. Clark (2002) noted that, 'the differentiations of academic specialty fields within the knowledge foundation of higher education has gotten well ahead of our imagination, let alone our grasp'(p. 326). This shows academic disciplines are differentiating with fierce paces.

For example, it is estimated that law, medicine, philosophy and arts were notable faculties in the medieval periods (Rüegg, 1992, p. 25).However, even though these faculties are still persisting, their specializations are different from their medieval antiquities. This is not only in numbers, but also in their kind, and content coverage. Had this was not true; such an extended list of academic programs mightn't be observed. The higher education institutions come to provide a wide range of specialties ranging across the alphabetical spectrum, from archeology and arts to western European studies and zoology, and others in between (Clark, 1983, p. 15). So, despite there are variations related to the contexts and their types of the educational programs, the educational programs are differentiating continuously.

The Ethiopian higher education system, however, it was started at about the 1950s (Negash, 2006), has shown various institutional and systemic transformations. Amongst other things, the system in general, the higher education in particular are transformed in terms of students' populations (Ashcroft, 2004, p. 24; Yizengaw, 2007, p. 172), and the numbers of their educational programs too (see, Ashcroft, 2004; World Bank, 2003). As far as the latter is concerned, before the 1990s, most Ethiopian public universities had few types of the educational programs. A majority of which, were from the social sciences disciplines rather than the natural sciences. However, at the beginning of the 21st century, almost all public universities come to have wide ranges of educational programs (Negash, 2006).

Thus, whether we stick to the Ethiopian or other context, it is obvious that the educational programs are increasingly growing. Of which, differentiations is at the ground roots for their increases. However, this doesn't mean that the differentiations of the educational programs are similarly explained across different contexts. Nor, it will have similar consequences and challenges. Because, even though there is a growing convergence among the higher education institutions, various authorities in the field claimed that, higher education institutions are different in terms of their purposes, adaptations to changes, student populations etc. Therefore, a look in to the factors that derive the differentiations of the educational programs, their challenges and consequences in a specific setting is important. More or less, it helps the academic community in general, and institutional practitioners in particular from making hasty generalizations about the ways in which the educational programs are differentiating and their consequences.

1.2 Rationale to the Study

In fact, there seems a general agreement among scholars that the differentiation of the educational programs is explained in terms of the interplay between the internal /cognitive and external /societal changes (see, Becher & Trowler, 2001; Huisman, 1997; Karseth, 1995). The external /social factors embrace, the increase in the numbers of higher education students, growths in the graduate demand and other socioeconomic factors, while the cognitive/internal factors refers to the factors resulted from the fragmentations and growths in scientific knowledge, and knowledge epistemologies. Under such a framework, the scholars argued that more of the changes in the educational programs are attributed to the external / social conditions rather than the internal/ cognitive changes.

However, few others (e.g., Metzger, 1987) suggested that, the differentiations of the academic disciplines, especially since the last two decades of the 19th century, comes to be ‘substantive’ in its trend. By substantive, Metzger meant that the differentiation stems likely from internal/ cognitive changes rather than the external/ societal factors.

In addition, some scholars (e.g., Rowland, 2002) have highlighted about the consequences of the differentiations of the educational programs to the teaching and research relationships. According to these scholars, the differentiation of the educational programs presents some threats to the relationship between teaching and research.

In general, the differentiation of the educational programs, at least to the developed world, seems widely discussed. However, as indicated above, in a condition where there are differences in the history, development and prestige and lots of other differences, it is less likely to believe that the

explanations and the consequences of the differentiations of the educational programs would be generalizable to all contexts and types of the educational programs. Despite of these, there seems also an absence of empirical works, which specifically address the differentiations of the educational programs in the Ethiopian context.

Consequently, the researcher triggered to investigate the differentiations of the educational programs, challenges and its consequences to the teaching and research relationships using the Social and Pedagogical Sciences Unit (SPSU) as an example. The SPSU was an academic unit at Mekelle University (Ethiopia), which in the meantime differentiated in to four educational programs: psychology, institute of pedagogical sciences, history and cultural studies and civics and ethic. Thus, the study attempts to address the following research questions.

1. What were the factors that explained the differentiations of the SPSU, Mekelle university-Ethiopia?

By asking this, the factors that have contributed to the differentiations of the SPSU in to four educational programs namely history and cultural studies, civics and ethics, psychology, and institute of pedagogical sciences are identified. Addressing this question will help to what extent was the differentiations of the SPSU had external/ social and internal / cognitive explanations.

2. Were there some challenges during the differentiations of the SPSU? If so, how are these challenges explained?¹

By asking this, the challenges that were manifested during the differentiations of SPSU, if any, are identified and explained. The question helps to discover the overlapped boundaries of the academic areas are sources of challenges in the differentiations of the educational programs.

3. What are the consequences of the differentiations of the SPSU to the teaching and research relationships?

By asking this question, the perceptions of the academic staff regarding the consequences of the differentiations of the educational programs to the teaching and research relationships are identified.

¹ Initially, this research question was stated as ‘ what were the institutional reactions to the differentiations of the SPSU. However, during the data analysis, it was recognized that the ‘institutional reactions is less relevant to represent the data being collected for this purposes. Instead, the overall picture of the data was found important to be discussed in terms of challenges during the differentiations of social and pedagogical sciences unit.

1.3 Limitations of the Study

The study has the following major limitations:

Firstly, the present study has focused on four educational programs differentiated from SPSU, namely history and cultural studies, civics and ethics, psychology and institute of pedagogical sciences. At least, in terms of their knowledge characteristics, the educational programs share similarities rather than differences. For example, according to Biglan's classification they belong to 'soft' rather than the 'hard' group of disciplines. Soft disciplines are those disciplines that are characterized by diversified paradigms (e.g., the humanities and social sciences), while on the contrary; 'hard' disciplines are characterized with relatively defined set of paradigms and methods to deal with problems (e.g., biological sciences and engineering)(Biglan, 1973). Thus, the conclusions drawn in this study are less likely to be generalized to other educational programs (e.g., to the disciplines in the 'hard' group of disciplines).

Secondly, the research problems are only studied from the perspectives of the academic staff and the perception of the faculty staff, the university or other external stakeholders point of view is not included. Accordingly, the academic point of view may not wholly or truly reflect the reality. In addition, while the current study has been purposefully designed to the differentiations of the educational programs, there remain the possibilities that the academic staff may not recall all-important information, regarding how the differentiations were undertaken.

1.4 Definitions of Important Concepts

This section presents the definition of the important concepts. Accordingly, educational programs, the differentiations of the educational programs, and the relationships between teaching and research are defined.

1.4.1 Educational Programs

Educational programs are among the important concepts pronounced in the research, and teaching and learning practices of the higher education. However, there seems a confusion regarding what educational programs are and what they entail about. Therefore, a definition about what educational programs in this study is representing is worth to state.

Thus, in defining educational programs, the study follows the definition given by the Mekelle University's legislation. The legislation defines educational programs as 'institutionally recognized and independently established fields of study, which have students, academic staffs, defined curriculum that lead to the academic degree award such as bachelor degree, masters or PhDs'(Mekelle University; 2007, p. 3). However, in reviewing the exiting literature term 'academic disciplines' is also used. Of course, academic disciplines are considered as broad knowledge domains (Clark, 1983, p. 29), and the educational programs as narrow, thoroughly designed and institutionalized academic programs (Krishnan, 2009). This implies that, academic disciplines seemingly represent the wider academic streams (such as social sciences, humanities, natural sciences etc.), while the educational programs to the specifically designed subjects or academic programs such as history, chemistry, geography etc. However, there is no way that academic areas such as geography, chemistry and their diversified specializations could not be regarded as an academic disciplines.

1.4.2 The Differentiation of the Educational Programs

Differentiation is originally used in the areas of biology and ecology. In these disciplinary areas, it refers to the continuous division of species in the ecosystem. However, it is also used in the practices of the higher education. And, parallel to the definitions in the former group of disciplines, differentiation in the higher education context refers to the division of units in to additional units or subunits.

The newly emerged unit(s) could be completely new, or else, functionally related with the unit they originally come from. However, because units in the higher education system are knit to each other; the differentiated unit are less likely to be different from their ancestors (Vught, 2008).

With this conception, the differentiation of the educational programs is defined as the division of the educational programs in to two or more educational programs, which are different, at least, in terms of their names and their placement in the organizational structure of the university. In this case, educational programs are considered equivalent with species, and the higher education institutions or the system in general is perceived as an ecosystem. Thus, as species the educational programs grow, develop and, but less likely, disappear as a result the interplay of varied pressures in the ecosystem-the higher education institutions or the higher education system.

1.3.3 The Relationship between Teaching and Research

The literature suggests that, it is less likely to define the relationship between teaching and research in its most consistent ways. According to Healy (2005) the definition seems to depend on the types of the academic disciplines, philosophical paradigms regarding what is teaching and research, as well as their relationships. However, going in to the details of the philosophical approaches and the contesting findings about their relationships is beyond the scope of the present

research. Because, as indicated in section 1.2, the main purpose was to see the perceptions of the academic staffs regarding the implications of the differentiations of the educational programs to the teaching and research relationships.

Therefore, to the purposes of the present study, the relationship between teaching and research is defined as processes of making ones teaching ‘research-based’. This could be realized in many different ways, among which are, by integrating the research findings in to the curriculum or to the contents of subject matter, or else, by introducing teaching methods that advocate students’ inquisitive skills. The research findings could be drawn from the teacher’s own research or from others.

Chapter 2 Literature Review

This chapter will review the relevant literature about the differentiations of the academic disciplines, explanations, and their consequences to the teaching and research relationships. Thus, the chapter is divided in to two main sections.

The first section is about the factors that explain the differentiations of the educational programs. In this section, some of the existing literatures about the factors that provoke the differentiations of educational programs are discussed. Following to this, the second section about the differentiation of the educational programs and some of its challenges and opportunities are discussed. In this section, some arguments regarding the challenges and the opportunities in the differentiations of the educational programs are highlighted. In doing so, a focus is given to the consequences of the differentiations of the educational programs to the teaching and research relationships.

2.1 Factors that Explain the Differentiation of the Educational Programs

As indicated in section 1.2, almost all researchers generally argued that, the internal/cognitive and external/ societal factors, all combined together, explain the changes in the academic areas. However, given the social phenomena are interconnected to each other, the dichotomous classifications of the factors in to internal/ cognitive and external / societal is mainly analytical (Karseth, 1995).

Thus, the differentiation of the educational programs, at its most general levels, is attributed to the changes in the landscape of the higher education institutions. This contains, not only the changes in the demands of the immediate stakeholders, but also others, for example, non-immediate changes at global levels. With these notations, Becher and Trowler (2001, pp. 1-10) in their book entitled, 'Academic Tribes and Territories' have discussed the conditions that brought change in to the contemporary higher education landscape. These include: the heightened globalization network, the increase in the numbers and demographic composition of students, the intrusion of the state to regulate and ensure the accountability of the higher education institutions, the beginning of the 'triple helix' model, and the commodification of knowledge. According to them, these conditions have brought wider changes in the higher education systems. Amongst others are, to the structures of the higher education institutions, academic staff, and the academic disciplines. For example, to the latter groups, the changes have brought 'de-legitimations' (the reduction in the relevance of the disciplinary specific knowledge), 'de-professionalization' (lose of bonds with the disciplinary knowledge) or 'differentiations' (fragmentations of the academic disciplines in to specialties) (Becher & Trowler, 2001, p. 16).

In addition, one can also recognize such varied group of influencing factors when it comes to the curriculum. Slaughter (2002) attested that, the curriculum-making processes is increasingly influenced , not only by the changes in knowledge and students' population, but also by the market forces, the demand of social group and organizations outside the academe. However, Slaughter acknowledged that the influences of these actors are different from discipline to discipline.

The scholars indicated above have demonstrated the factors that influence the higher education landscape in general, and the educational programs in particular. And, a close inspection in to these discussions implies that, educational programs are influenced by the factors radiated from different levels: the higher education institutions, the state, marketed, and societal demands, knowledge change etc

Going further, some (e.g., Huisman, 1997; Karseth, 1995) have also examined the factors that explain the emergence and differentiations of the educational programs. And, the results of their investigation revealed that the internal/ cognitive and external / social factors explain the changes in the educational programs. A look in to the details of these studies seems important, because different from the previously mentioned general conditions, these studies have evidenced the specific factors that explain the differentiations and/ or the emergences of the educational programs.

Karseth (1995) has examined the factors that explain the emergence of the new educational programs at the university of Oslo by taking the Institute for Media and Communication as an example. Consequently, she found out that, the economic constraint with in the university, cognitive legitimations of the institute for media and communication study emanated from the faculty of arts and some staffs from the old department of mass and communication research, were among the internal/cognitive conditions that explain the emergence of the institute for media and communication. Besides, the public discussions about the nature and the role of media, government's interest and its financial constraints up on the university, and teachers' union through their publications were among the external factors to the emergence of the institute for media and communication at the university of Oslo.

In the same line, Huisman (1997), in his study about the effects of government funding and paradigmatic development to the establishment of new study programs and specializations, found a positive correlation between the number of differentiations and the level of dependency (dependency as measured by the number of enrolled first year students). And, the level of dependency of the study programs played a significant role in explaining the processes of differentiation. Further, Huisman confirmed that the differentiation in the soft disciplines is higher than that of hard disciplines (the differences between the hard and soft disciplines is highlighted in section 1.3). To confirm his assertion, Huisman studied eight academic programs. These

programs, as arranged from the hard to soft include biology, chemistry, economics, political sciences, physics, psychology, and sociology.

However, some (e.g., Abbott, 2002) argue in a different way from Huisman's findings. Arguing on the American disciplinary system, Abbott indicated that as disciplines such as biology fractured in to various specializations, fields in the social sciences and humanities are subjected to slow withering, mergers, and separations (p. 206). By this, Abbott seems to support that; the fragmentation in the hard disciplines is higher than that of soft group of disciplines, which of course is the inverse of Huisman's findings.

In this regard, there seem differences as to whether the soft or the hard disciplines are differentiating so fast. However, a general detail in to these comparisons wasn't at stake, because as indicated above the main purposes of the review was to identify the factors that explain the differentiations of the educational programs. Thus, no matter whether we accept Huisman's findings or Abbott, the point here is to look at their explanations.

Abbott attempted to explain the differences in the differentiations in terms of the flow of resources in to the academic disciplines. According to him, the fast fragmentation in the biological sciences is resulted from high flow of resources in to the natural sciences disciplines rather than to the social sciences and humanities. However, irrespective of such explanations, Huisman attempted to substantiate his findings in terms of the differences of the academic disciplines' paradigmatic development. According to Huisman, the surpassed differentiations in the social science disciplines are connected with the multi-paradigmatic nature of the knowledge of which the soft disciplines are characterized.

Generally, the literature indicated above implies that: First, academic disciplines are subjected to the external and internal changing conditions and pressures. The external pressures are mainly emanated from the resources providers, or from actors, which likely consume the products of the

educational programs the state, higher education institutions and other governmental and nongovernmental agencies. The internal pressures, however, are connected to the changes in knowledge or knowledge characteristics of the respective educational programs.

However, this doesn't mean that our understanding about the factors that explain the differentiations of the educational programs is conclusive and generalizable to all contexts and of the differentiations in the educational programs. Because, higher education institutions, even if they have some distinctive and converging features, are far from being uniform (Enders, 2007). Thus, as context has important space in the changes related to the educational programs, an analysis of in-depth case studies in particular setting and a particular type of educational program is important.

2.2 The Differentiations of the Educational Programs: Some of its Challenges and Consequences

The literature suggests that, the differentiation of the educational programs has opportunities and challenges to the general practices of the higher education institutions. For example, Becher and Trowler (2001) have stated that:

For universities in a strained times, disciplinary growth [which is the consequences of the differentiations] simultaneously offers the prospect of greater market attractiveness, promotion up the university status ladder and, more negatively, escalating costs and re-shape internal patterns of power, influence and resource allocation. (p. 15)

This implies that, the increase in the numbers of the academic disciplines, in one hand, intensifies the complexity of the higher education institutions. This could be in terms of the numbers of competitors for institutional and national budgets, competition for spaces and other resources. However, despite of these challenges, it is also important to the university and the larger

community of stakeholders. By and large, it might help the universities to address the demands of their stakeholders.

Going further in to the challenges, Rowland (2002, p. 61) indicated that, with the increasingly growing fragmentations in the knowledge areas, the convergence between or among the academic community is challenged. This is not only among academe of varied specializations, but also among those whom belong to similar departments or specializations. By this, Rowland doesn't, however, mean that each academic staff should know to each other. Nor, should know every specializations and the advancements in knowledge. Instead, his argument seems to claim that, the increase in the fragmentations of the academic disciplines, lead to conditions where the academe knows little about what his or her fellow is pursuing or has pursued.

However, it is obvious that Rowland's argument is challenged when it comes to the increasingly growing global interconnectedness. Because, as most scholars (e.g., Maassen & Cloete, 2005) tend to argue, globalization is characterized by the heightened interconnectedness and integrations through the Internet, mobile telephone and fastest traveling modes which in the meantime paves a way to easy movement of people and ideas. As a result, epistemic communities are being flourished, regardless of the geographic and other economic barriers, and making communications is not difficult as such. Regarding to this, Clark (1983) noted that,

[The] academic scientist, in particular, find it natural to practice world community. Their disciplinary perspective and interest readily extend across nations, much as people in specialized lines of industry, commerce and banking find more in common with counterpart specialists abroad who 'speak the language' than with others the specialty at home. (p. 29)

Out of these, one can also see the challenges of the differentiations of the educational programs in light with the academic disciplines' knowledge boundaries. As argued in most literature, academic disciplines, even though they have temporary territories, are related to each other. For

example, they are related in terms of subject matter knowledge, research methodology, theories etc. However, the degrees of these relationships are different from discipline to discipline. For example, convergent disciplines occupy intellectual territory with well-defined external boundaries, while the inverse is true for the divergent group of academic disciplines (Becher & Trowler, 2001, p. 59). Convergent disciplines are those disciplines that have relatively defined sets of procedures and knowledge paradigms (e.g., the natural sciences and engineering), and the divergent disciplines are those disciplines that have loose sets of procedures and multiple knowledge paradigms.

In such a case, the differentiations of the educational programs, no matter it varies from discipline to discipline, might be potential sources of challenges. This is true because, differentiation likely advocates the separations of knowledge boundaries that are almost inseparable in practice.

In general, it seems that, the differentiations of the academic disciplines presents both challenges and opportunities to almost all features of the higher education institutions: the students, academic staff, and organizational structures. And, at stake was to see its implication to the relationship between teaching and research. Inline to this, Rowland (2002, pp. 59-61) have given an insight about the consequences of the fragmentations of the academic disciplines to the relationship between teaching and research. According to Rowland, the increased fragmentations of the academic disciplines, presents a challenge to the academic development. Because, it creates an impression that considers research as a tool devoted to fill the gap in knowledge while teaching, as a generic activity devoted to transfer what is or has already been known.

Chapter 3 Theoretical and Conceptual Framework

This chapter deals about the theories and analytical concepts used to design the research and to interpret the results of the present research. Accordingly, it presents the theories, which seem relevant to describe the differentiations of the educational programs followed by the influencing factors developed from the literature.

3.1 The Differentiations of the Educational programs: A Theoretical Perspective

As indicated in section 1.3, the study conceptualized the educational programs as species, and the higher education institutions or the larger higher education system as an ecosystem. Therefore, as the biological species are influenced by the conditions within their ecosystems, so do the educational programs by the conditions within the higher education institutions, in particular or the higher education system in general. Thus, to further conceptualize what constituents of the higher education system or the higher education institutions influenced the educational programs and why, it was found relevant to use the institutional theories- the resource dependency and neo-institutional theories. These theories, despite they have considerable variations, generally demonstrate the extent to which organizational behavior is externally controlled, and why.

3.1.2 Resource Dependency

The resource dependency approach generally claims that, organizations are dependent on the environment for the sake of resources that determine their survival (Pfeffer, 1982, p. 193). However, this doesn't mean that, the organizations are totally controlled by the environment. Different from this, the theory suggests that; organizations have also the capacity to influence their environment. Organizations, after all, have managers and administrators whom actively work to minimize the organizations' dependency and ensure its autonomy of the external constraints.

The environment is perceived as a collection of interdependent organizations where the outcome of an organizations is an input for the other . However, within the interdependence there are focal organizations that have power to control the resource demanded by other organizations. Accordingly, organizational change is resulted from the organizations' attempt to comply with the demands of those focal organizations (Pfeffer, 1982, p. 193).

Therefore, inline to the insights discussed above, it is of important to set some foundations, which help to conceptualize the differentiations of the educational programs its factors and challenges. Educational programs as institutions or parts of the institutions are not self-sufficient. They demand and share resources such as students, academic staff, and institutional or national monetary appropriations. Therefore, in terms of the resource dependency approach, the differentiations of the educational programs could be taken as a responses to the changes in the demands of the organizations that control the flows and / or distributions of the resources in which the educational programs are dependent.

3.1.3 Neo-Institutional Theory

Neo-institutional theory is another theory that demonstrates the interaction between organizations and environment. According to Oliver (1997) the neo-institutional perspective claims that organizations, in addition to the rational economic choices they strive to optimize, are also governed by the social framework of norms, values, and taken-for-granted assumptions about what constitute appropriate or acceptable economic behavior (p. 699). This implies, organization don't interact with the environment only for the sake of resource that the resource dependency approach claims. But, also to conform with socially constructed expectations, motives, values, rules and regulation. The neo-institutional theory, therefore, suggests that, organizational change is resulted from the organizations' attempt to comply with the socially constructed expectation, values and principles.

Thus, like what it has been relevant in the discussions of the resource dependency approach, it seems again important to ask about the implications of the neo-institutional theory to the educational programs and their differentiations. Educational programs, given that they are the organizing bases of the university, are environed by varied expectations. These expectations probably might spring from the institutions where the educational programs are found, or most broadly from the society, state or other stakeholders.

As evidenced by Becher and Trowler (2001) academic disciplines have their own distinctive cultures and values that could be explained in terms of the social and epistemological characteristics of their knowledge domains. As such, they are also devoted to preserve and extend their knowledge domains and their cultural legacies inline with externally laden expectations. For example, they attempt to conform to the national and institutional rules and regulations, and also the demand of the market etc.

Therefore, it is fair to say that, parts of the differentiations in the educational programs could be taken as a response to changes in social expectations, or institutional and national rules and regulations.

3.2 Some Influencing Factors

On the bases of the theories discussed above, it has been hypothesized that educational programs interact with the environment for the sake of resources (resource dependency theory) and to conform with socially constructed rules, regulations and expectations (Neo-Institutional theories). This would definitely leave with the questions that, what constituents of the environment do constrained the resources upon which the educational programs are dependent. And, to which environmental expectations, rules and regulations do the educational programs strive to conform with. Therefore, screening these questions inline with the literature discussed in chapter two, the state or the government policy and the conditions related with the higher education institutions and the changes in knowledge could be taken as important constituents that influence the educational programs. Therefore, the sections below will discuss these factors.

3.2.1 State / Government Policy

The state / government policies are important sources of change in the higher education institutions in general, and the educational programs in particular. However, the influences are presumably direct and clear to the former than to the latter. More or less, the influences of the state / government policy reach the confines of the educational programs through the higher education institutions. Nevertheless, saying this doesn't mean that, there is a clear and linear chain of processes. Clark (1983) noted that 'much of the change that instigated by the influence of the external to specific academic enterprises comes about in largely unnoticed ways by means of

boundary roles that are spread through out the operating levels'(p. 235).According to Clark boundary roles are those pockets of the institutions that are involved in contact with the environment such as admission offices, academic departments etc. Thus, the state / government policy influence the educational programs most likely in an indirect ways. However, regardless of the direct or indirect influences, what is worth to ask here is that, why the state/ government policy influence the higher education instructions and of the educational programs.

Higher education institutions are dependent on the state/government for some of their critical resources and regulations. Amongst others are, public fund, human and capital resources, rules and regulations. Besides, with the increasingly growing importance of the higher education institutions to the national and regional socioeconomic development, the state hardly withdrew its hands from the higher education institutions. As indicated by Olsen (2007) higher education institutions, are mostly perceived as instruments for the achievement of the goals of various actors , of which the state is among others.

However, according to Gorntizka (1999) the influence of the government policies and strategies to the higher education institutions depends on nature and characteristics of the state policies and its types of the state steering processes. The former refers to the ways through which the system level policies are institutionalized, and the latter to the governments' control to the higher education institutions.

The state steering processes are varied from state to state. For example, Gorntizka (1999) tried to adapt, Olsen's, four state models in to higher education as: the sovereign rationality bounded steering model (where the state controls almost all activities of the higher education institutions), the institutional steering model (where the state protects its higher education institutions against the whims of political shifts and other actors), the corporate pluralistic steering model (where the state is among the actors in the higher educations), and the super market steering model (where the state considered as actor , but with minimal roles)(see, Gorntizka, 1999, pp. 24-27).

Thus, the influences of the state to the higher education institutions might vary along these state steering types, which is presumably higher in the sovereign bounded rationality model and probably lower in super market steering model. Because, in the former cases, the involvement of other stakeholders such as the market, society and other group of the expertise on the higher education institutions is less likely. However, according to Gorntizka the state steering alone is not sufficient to know to what extent government policies influence the higher education institutions. That is, in addition to the nature of the steering processes, a look in to the nature and characteristics of the policy is also important.

Finally, even if it is somewhat hard to create a clear synergies, state / government policy also influence the educational programs. This is uncontested because; educational programs are important tools within which the government policies and strategies are realized.

3.2.2 Higher Education Institutions and the Changes in Knowledge

The nature and structure of the higher education institutions, along with the external conditions, are also essential sources of change (Gorntizka, 1999, p. 11; Olsen, 2007, p. 33). Higher education institutions have their own academic values, power relations, organizational structures and distributions of authority that are potential sources of change. For example, in terms of their organizational structures the higher education institutions are described as bottom heavy institutions composed of different operating units. This in turn would make the higher education institutions less malleable to the external changes

Moreover, even if they are characterized with unambiguity of purposes, the higher education institutions are organized to the control of the advanced knowledge and technique (Clark, 1983, p. 11), which is obviously changing in terms of its forms , production processes and dissemination practices (Gibbons, Nowotny, Schwartzman, Scott, & Trow, 1984).

As a republic of science, the higher education institutions are involved with knowledge and knowledge bearing practices such as teaching and learning, research and community services. Through these sets of practices the higher education institutions preserve, adapt and transform the knowledge. Knowledge however is changing continuously in to varied specialties (Clark, 1983). And, given knowledge makes its ways in to the curricula as parts of the lengthy but rational and linear processes (Slaughter, 2002, p. 261), the academic disciplines are obviously following the footnotes of the changes in knowledge.

Moreover, there are also changes with regard to the knowledge production processes. With this respect, scholars such as Gibbons and others (1984) claimed that there is a shift in knowledge productions from so-called mode₁ one to mode₂. In mode₁, knowledge is produced within the disciplinary modes and has primarily cognitive contexts, while on the contrary, in mode₂; knowledge is created in a broader, trans- disciplinary social and economic context (p. 1). Characterizing ‘mode 2’ knowledge production, the authors reflected that ‘transdisciplinarily’ and ‘heterogeneity and organizational diversity’ are its main characteristics.

Moreover, it is also known that the contemporary higher education institutions are entangled with the increasingly growing demand for higher education and at the same time there is a decline in government appropriations . Under such stringent conditions, it is obvious that the higher education institutions might influence the type and structures of the educational programs. This is because; educational programs are tools, which help the higher education institutions to cope up with their external challenges.

Chapter 4 Methodology

The present study uses a qualitative research strategy and a case study design to investigate the differentiations of the educational programs, by taking the example of the SPSU Mekelle University (Ethiopia). A semi-structured interview and document analysis were used to collect the data. Thus, this chapter presents the research methodology used to address the research questions. And therefore, the chapter contains the qualitative research strategy, the case study design, the research site, the units of analysis, the research participants, the sampling and sampling technique, the data collection tools, the procedures of data collection and the data analysis technique, followed by verification and the participants' profile.

4.1 The Qualitative Research Strategy

Generally the research practice contains two major strategies: the qualitative and quantitative research. These strategies are different but not mutually exclusive to each other.

Quantitative research is research strategy that emphasizes quantification (e.g. numerical and statistical data); entails a deductive theory-testing approach; incorporates the practice and norms of the natural scientific model (positivist epistemology) and embodies an objectivist view of reality as external to social actors. (Bryman, 2008)

However, in the qualitative strategy an emphasis is given to the verbal and textual data obtained from observations and interviews that yield detailed, thick description and in depth inquiry to capture direct quotations about people's personal perspectives and experiences. According to Bryman (2008) the qualitative research paradigm usually entails an inductive approach; focuses to understand on the subject meanings held by actors and hence strive to interpret their actions;

and embodies a constructivist view of social reality.

The qualitative research strategy seems to be more suitable for the present study, which attempts to answer the research questions by gaining detailed information from the experiences of the academic staff regarding the differentiations of the educational programs. That is, as indicated in section 1.2 the research questions of the present study are aimed at describing the differentiations of the educational programs in terms of its factors, challenges and consequences to the teaching and research

4.2 Case Study Design

The study employs a cases study research design to investigate the differentiations of the educational programs. Case study is a research design in which characteristics of life events of one or a few instances of a phenomenon are studied in depth (Creswell, 2007, p. 73; Yin, 2003, p. 2). Therefore, a case study design was employed because, as indicated in the research questions, the present study was aimed at making in-depth analysis about the differentiations of the SPSU in relation to the national and institutional factors, challenges and consequences.

However, this is not to mean that a case study was employed only because there was a motivation for detailed investigations. Creswell (2007, p. 74) underscored that, a case study is applicable when the researcher has clearly identifiable cases with boundaries and seek to provide an in-depth understanding of the cases or a comparison of several cases. Thus, in addition to the motivation of making in-depth analysis, a case study design was used, because the case at hand- the differentiation of the educational programs was clearly observed in the educational programs, which were organized as the SPSU.

4.3 The Research Site

The study was conducted at Mekelle University-Ethiopia. The Mekelle University was selected for some practical and personal reasons. Personally, the researcher of the study has worked at the university for about two years, and as a result, convinced that the selection of the university as a research site would lessen the difficulties that could emerge during the data collection processes. On the top of this, the university seem also peculiar in terms of its historical development in general, and the progresses in the numbers of its educational programs.

Mekelle University is one of the twenty-three public universities in Ethiopia. The university is the merger of two separate colleges-Mekelle University College and Mekelle Business College, each with different historical development.

The Mekelle University College was established in 1993. It was initially established to provide teaching and research in agriculture. By then, the university college had two faculties. These were, the faculty of Dry Land Agriculture and Natural Resource Management (with three departments²) and the college of Engineering and Technology (with two departments).

The Mekelle Business College, however, was established in 1987 as a school of economics. The college was firstly established in Dejena (*ca. 300 Kms* South West from its present location). It was established to train middle-level experts in finance, accounting, administration and management.

However, these two colleges were merged in 2000, and established as Mekelle University having 192 students. However, in 2009/10, the total number of students enrolled in the university,

² Even if there is no legal definition set by the country's binding document for higher education – The Ethiopian Higher Education proclamation, a department is an academic unit lower than the college and institute established to run educational programs either in the undergraduate or postgraduate level, or both

excluding the Ethiopian institute of technology and Health Science, has reached 16125 (Mekelle University ;2010)

Moreover, an increase in the numbers' of the educational programs is also observed. Before 2000, the university had seven educational programs. Of which, three of them were from the faculty of Dry Land Agriculture and Natural Resource Management; and four, two each, were from the college of Engineering and Technology and business and economics. However, in 2010 the university comes to have thirty-five departments and two institutes, namely the institute of pedagogical sciences and the intitute of Paleonvironment and heritage conservations (MekelleUniversity, 2010).

4.4 The Units of Analysis

Educational programs that are differentiated from the SPSU were considered as units of analysis. A unit of analysis is a unit or an object where the researcher plans to observe, measures, and collects his /her data (Neuman, 2007, p. 376).

Yin (2003, p. 23) suggests two things in the selections of the units of analysis. These are, first, unit of analysis should be operationally linked to the research questions. And, secondly, the unit of analysis should also discriminate the cases of the study from other plausible cases. In other words, it should appropriately preclude why some, especially those included in, are considered while others are not. Accordingly, the educational programs, which were under SPSU, were selected, because they were relevant examples of the differentiations of the educational programs.

The SPSU was established in 2002. Initially, it was established to provide common courses- courses, which were given to all higher education students, such as the Ethiopian history, civics and ethical education, introduction to psychology and teaching methodologies.

Accordingly, the unit had four subunits that correspond to the common courses. These were pedagogy, history, psychology and civics and ethical education. These subunits were internally grouped in to two categories. That is, psychology and pedagogy were grouped together, and history and civics on the other. The categorizations were temporarily made on the bases of the proximity in the subject matter knowledge of the subunits.

Meanwhile, however, the SPSU was differentiated in to four educational programs, namely history and cultural studies, civics and ethics, psychology and institute of pedagogy. Table 1.1 illustrates the transformations from being a subunit in the former SPSU in to independent educational programs.

Table, 1.1 The Differentiation Scheme of the Educational Programs

Sub units of the former SPSU	Time of establishment in the SPSU	Time of split	Educational programs / Institute
Pedagogy	2002	2009	Institute of Pedagogical Sciences*
Psychology	2002	2009	Psychology
Civics	2002	2006	Civics and Ethics
History	2002	2003	History and Cultural Studies

*An institute is an educational program that has proportional status with the faculty, but without departments under it. Thus, the data was collected from the educational programs/ institute, which were differentiated from SPSU.

4.5 The Research Participants

Four academic staffs, one each from the differentiated educational programs, were considered as participants of the study. The procedures and criteria of selection are presented in the sections below. Besides, the demographic information of the participants is presented in 4.12.

4.6 Participants' Selection Procedures

Purposive sampling technique was used to select the participants. Purposive sampling is a technique where the researcher selects individuals or sites in a deliberate or non-random ways (Neuman, 2007, p. 141). And, according to Bryman (2008) the purposeful sampling is applicable to select individuals or sites whom have better understanding of the issue at hand. Therefore. The purposive sampling technique was used because the research questions seek individuals who have been fully involved in the differentiations of the educational programs.

However, two consecutive criteria were used to obtain a manageable number of informants. These were; first, the participants' participation in the task force organized to establish the targeted educational programs. This was done because, as argued above, the inclusion of informants whom were actively engaged in differentiations of the educational programs is so important to obtain in-depth information.

However, given the numbers of the academic staff in the task forces were unmanageable, a second mechanism was used. Accordingly, members of the task forces were ordered in terms of the numbers of years they had stayed in the university. The numbers of years that the academic staff had stayed since employment was collected from the academic staff's documented biography. Finally, those who stayed long, one each of the group of the task forces, were selected as a participant for the interview.

Finally, two informative letters (the cover letter and informed consent) were handed to each selected participant. And, with the exception of the informant from the history and cultural studies, the informative letters was given to the participants in person. However, the participant from history and cultural studies was given by email, because the participant during the fieldwork was not in the research site. And. All of the participants have agreed to participate in the interview.

4.7 Data Collection Tools

Two data collection tools, semi structured interview and document analysis were used to collect the data. The semi-structured interview was used, because a midst of its relative simplicity to prepare and organize, it offers the participants with the chance to explore issues they feel are important. That is, given it relies on the prepared interview guide; it likely increases the comprehensiveness of the data and makes data collection somewhat systematic for each participant. And, on the other hand, because it is conversational, it paves a way to unfold additional issues during the interview.

However, the semi-structured interview has some inherit limitations, of which some of them are addressed by relying on the documents. According to Bryman (2008, p. 195) interviews, despite they are targeted (focus directly on the case study topic) and insight full (provide perceived causal inferences), might have bias due to poorly constructed questions, response bias, reflectivity (the interviewee's inclination to satisfy what the interviewer wants to hear), and in accuracy due to poor recall. On the other way round, documents have strengths that basically fill parts of the limitations of the interview.

Documents have strengths like the stability (can be retrieved repeatedly), unobtrusive (not created as a result of the case study), and broad coverage over a long period of time (Yin, 2003, p. 86). Thus, the use of documents would help the researcher to substantiate the data, which were to

result due to informants' failure to recall and mention all relevant information regarding the differentiations of the educational programs.

Consequently, official documents such as, The Mekelle university's Twenty Years Strategic Plan, the Ethiopian Higher Annual Intake and Enrollment Growth and Professional program Mix of Ethiopian Public Higher Education: Strategy and Conservation plan, 2001-2005³ (AIEGPPM) and the Business Processes Reengineering Action Plan had been used as sources of data. The semi-structured interview was however majored to collect the documents. That is the documents were collected using the transcribed data as a base.

4.8 Procedures of Data Collection

As indicated in the preceding section, the semi-structured interview relies on the interview guide, which contains general questions prepared in relation to the research questions. Therefore, an interview guide with thirteen general questions was developed in advance of the interview (see Appendix C). The interview guide was developed on the bases of the theoretical and conceptual framework and in such a way that it covers the research questions. Moreover, the letter of consent, which was given to the presumed participants, were collected and the participants' agreement to participate in the interview was ensured.

Finally, with the exception of the informant from history and cultural studies, three of the informants were interviewed on face-to-face interview. And, the interview with these participants were held between March 10 to 29, 2011. However, the informant from history and cultural

³ The year is mentioned in the Ethiopian calendar, counted as eight years back from the Gregorian calendar.

studies was interviewed using Skype on June 23rd 2011. A Skype was used, because the informant was not at the research site during the periods of data collection. Depending on the preferences of the participants, the interviews were made in Amharic.

During the interview, each interviewee was told that their names would be kept anonymously. Besides, they were also told that, the interview would be recorded. Additionally, each informant was guaranteed that the information they will give will be used for the purposes of the present study, and will be deleted after the final report is made. Each interview session was allotted to take an hour or so.

4.9 Data Analysis

4.9.1 Data Analysis Strategy

A narrative method of qualitative data analysis was used to analyze the data. According Neuman (2007) the narrative data analysis technique is a strategy which assembles the data in to descriptive picture or account to describe what has already been occurred. The researcher interjects little in the form of new systematic concepts, external theories or abstracts. (p. 335). The narrative data analysis technique was used because, as indicated in the preceding chapters, the study was aimed to present an in-depth analysis regarding the differentiations of the educational programs by taking the example of the SPSU. Thus, the data were narrated and described in way it reflects how the targeted educational programs had been differentiated from the SPSU.

4.9.2 Procedures of data analysis

Data collected through the semi-structured interview were transcribed in Amharic and then translated to English. The translations were made in way that the translated idea could give a meaning.

Finally, by intensively reading the transcribed data some themes were formulated. Themes are concepts that outlined from the deep insides the data, but are framed inline of the research questions and the conceptual or theoretical framework of the research (Neuman, 2007, p. 330). Accordingly, the transcribed interview and the data obtained from document analysis were coded under the created themes. Finally, the categorized data was described in light to the research questions.

4.10 Ethical Considerations

Most literature (e.g., Bryman, 2008; Creswell, 2007) suggests that the ethical considerations entail whether or not the research is harm full to participants, lacks informed consent, transgresses the privacy of the participants or commits any deceptions. Thus, the sections below will illustrate the activities undertaken to ensure the ethics of the research.

4.10.1 Informed Consent

Informed consent refers to the information given to the presumed participants of a given study (Bryman, 2008, p. 121). Most commonly, the information should illustrate the purposes of the study, its expected out comes and expectations from the participants.

Therefore, to inform the participants and thereby to gain their consent; two informative letters (Appendix A and B) were prepared and delivered to the presumed participants. The

cover letter contains information regarding the researcher's identity (name, place of study, and his advisor's name), the research (its title, purposes and research questions) and the general areas about which the interview will revolve around. And, the informed consent letter, in addition to the information given by the cover letter, asks volunteer participants to sign and confirm their willingness to participate.

4.10.2 Confidentiality

Confidentiality refers to the processes of keeping linked data (data associated with real source) from public disclosure (Creswell, 2007, p. 58). And, in most cases, anonymity- representing the participants using virtual names is used to keep confidentiality of the research participants. Accordingly, the real names of the present participants were not disclosed in the transcription and data presentations of the study.

However, according to Creswell (2007) confidentiality, as discussed by the Creswell goes beyond the use of anonymity. According to this author, confidentiality does also entail about the actions that researchers undertake to keep the collected data from public disclosures. By public disclosure it is to mean that, the data (analyzed, recorded or transcribed) should not be left open for public use or should not be used out of the purposes of the research. Therefore, to keep the confidentiality of the research, recorded and transcribed data was deleted after the final submissions of the report. Besides, data will not be used for any purposes out of the purposes of the present research.

4.11 Verifications

According to Yin (2003) the quality of the a qualitative research could be evaluated in terms of the four interrelated issues. These are; construct validity (whether or not the concepts of the research are operationalized comprehensively), internal validity (whether or not the rival explanations for the observed results are addressed), external validity (whether or not there is an established way to make either analytic or statistical generalizations) and reliability (whether or not the steps undertaken to address the research questions are consistently operationalized). For this research, however, since the aim is not to make generalizations, the external validity seems less likely. However, the following activities were undertaken to safeguard the remaining others.

Construct validity: To address the construct validity the basic concepts of the preset study are defined and are related to the research questions (see section 1.4).

Internal validity: To ensure the internal validity a look in to the varied explanations of the results is attempted. However, given the present research is not experimental design by its approach, there is no full confidence whether all relevant explanations for the observed results are made.

Reliability: to ensure the internal reliability the steps undertaken to complete the research are operationalized and consistently defined.

4.12 Participants' profile

Below follows a self-descriptions of the informants.

Isak

Isak is 39 years old and he is a full time lecturer at the Institute of Pedagogical Sciences, Mekelle University. He was employed in 2002-at the time when the SPSU was established. Before 2002, he had worked as an elementary school teacher and in two teachers' training colleges, namely 'Adwa' college of teacher training and 'Tembien AbiAdi' teachers college.

Isak has two Masters degree: MA in Curriculum and Instruction from the university of Twente, the Netherlands and MA in Distance Education from the University of New Delhi, India. And, at the time of the fieldwork, he was a PhD candidate in the specializations of Curriculum and Instruction. The program is given by UNISA- University of South Africa in a distance mode.

In addition to his teaching positions, he had worked for different positions: as team leader for the pedagogical sciences sub unit, member of the unit for curriculum evaluation and relevance unit, member of the team for National Center for Ethiopian Higher Education, which foresee the standards and quality of the Ethiopian higher education. Moreover, at the time of the fieldwork, he has been working as a coordinator for the higher diploma program - a program, which trains and certifies teachers who are employed to teach at the university.

Abie

Abie, 36 years old, is a full time lecturer at department of Psychology, Mekelle University. He had worked in the university since 2002, since the establishment of psychology as a sub unit in the SPSU. Before he comes to the university, he had worked as high school teacher and also as an

instructor in a military college.

In addition to his teaching positions, Abie had worked as a department head for the SPSU, and leader of the team organized to establish the department of psychology. And, by the time of the fieldwork, he has been working as quality assurance officer for the faculty social and languages. The quality assurance office, devises strategies that enhance the quality of teaching and learning and research in the university. Abie has Masters degree in Measurement and Evaluation from Addis Ababa University.

John

John, 41 years old, is a lecturer at the department Civics and Ethics, Mekelle University. He was employed in 2002 at the time when civics and ethical education was established as a subunit in the SPSU. Before 2002, he had worked at World Vision Ethiopia as public relation officer for about five years.

In addition to his teaching position in the University, he had also worked as students' dean, department head for the civics and ethical education (before it comes to be named as civics and ethics) and also as member of the team organized to the establishment of the department of civics and ethical education.

John has a master's degree in political sciences from the Addis Ababa University. And, at the time of the fieldwork, he was PhD candidate in development studies delivered by the UNISA – university of South Africa. The program is given in a distance mode.

Endalkachew

Endalkachew, 42 years old, is also a lecturer at the department of history and cultural studies, Mekelle University. He was employed in 2000 as part time academic staff. However, in in 2002, when the social and pedagogical sciences unit was established, he come fulltime employee.

Before he comes to the university, he had worked as high school teacher for about ten years. Besides, he had also served as student dean, head of the department of history, dean of the faculty of education, and as coordinator for the establishment of history.

Endalkachew has Masters degree in Archeology from Addis Ababa University, Ethiopia. And at the time of the fieldwork, he was a PhD candidate in political economy at Ruhr University Bochum, Germany.

Chapter 5. Data Presentations and Analysis

This chapter presents and analyzes the data collected through the semi-structured interviews and documents by grouping, summarizing and categorizing similar responses from the participants to each question.

The chapter is organized in to three sections. These sections are framed in line of the interview and the research questions. The first section is about the factors that explain the differentiations of the SPSU. Under this section the national and institutional factors, which explained the differentiations of the SPSU, are presented.

The second section is devoted the challenges that had encountered during the differentiations of SPSU. Followed by the third section, which presents the data about the perceptions of the academic staff with regard to the consequences of the differentiations of the SPSU to the teaching and research relationships.

5.1 What were the Factors that Explain the Differentiation of the SPSU?

A. What National Factors?

As indicated in section (3.2), despite there are variations; the state is an important actor in the practices of the higher education institutions. Therefore, parts of the changes in the higher education institutions are explained in terms of the pressures exerted from the state/ government. However, the literature noted that the influences are less linear.

Explaining the influences of the state and its changing policies to the practices of the Ethiopian higher education, the informant from history and cultural studies said:

I can say that there is no time in history when the Ethiopian higher education institutions were stable in terms of their student admission policies, teaching learning practices, fund and funding procedures... you always see changes! The state, since the establishment of the first higher education institution at about the 1950s, had outlined a number of decrees and policies with regard to its higher education (Endalkachew, 2011).

This implies that, the state level changes had been affecting the practices of Ethiopian higher education institutions. Of course, even though it not in the Ethiopian context a considerable numbers of scholars in the field of higher education (e.g., Gorntizka, 1999; Olsen, 2007) have confirmed that state level changes affect the higher education institutions. The question here however was that what national factors were responsible for differentiations of the SPSU, and how?

Four national factors were identified from the interview sessions. These were: first, the increase in the numbers of higher education students since 2003; Second, the ‘seventy versus thirty’ percent program mix in the natural sciences and engineering and social sciences and humanities, respectively; third, the introduction of Business Processes Reengineering to reform the public higher education institutions; And, fourthly, the replacement of the ‘integrated’ by the ‘Added-on’ teacher training policy.

These factors are presented below. To make the descriptions comprehensive, the data collected from the documents and the research informants are presented in an integrated way.

1. The Increase in the numbers' of the Higher Education Students

The national higher education expansion program was started at about the wake of the twenty first century. It was realized to ensure access, equity and the quality of higher education in the country (Ashcroft, 2004). The expansion policy had varied dimensions among which is the increase in the numbers of higher education entrants was found.

Before 2003, the number of students who were able to admit to the available public universities was not greater than 7000. In other words, most students didn't proceed beyond their high school education, because the public universities had so many problems. The shortages in academic resources, students' resident and lodgings, limitation in the numbers of the academic staff were among others (Negash, 2006).

However, even if these problems are still rolling, the number of students admitted to higher education institutions has increased trigonometrically. For example, in 2003- which means at the beginning where the SPSU begun to differentiate, almost 30000 students were able to admit to the eight public higher education institutions, namely Bahir Dar University, Gondar University, Mekelle University, Addis Ababa university, Almaya University, Nazerate university, Jima university and Awasa university (Yizengaw, 2007, p. 172).

This implies that the intake capacity of the Ethiopian public universities has increased roughly four times within some consecutive years. And, as indicated above, Mekelle University- the research site of the present study, was one of the universities responsible to enroll parts of the flooded number of students. By then the university comes to enroll almost 3000 students

(MekelleUniversity, 2010). Before 2003, the numbers of students admitted to the university did not proceed beyond two hundreds (see section, 4.3).

The increase in the student population is among the potential factors, which influence the academic areas. Especially, in countries like Ethiopia where the definitions of educational programs is intricately linked with the numbers of the students (see section 1.4), an increase in the student populations would influence the educational programs. The informant from history and cultural studies, has shown its influences as follows ‘ at about 2003 the Mekelle university had received some 3000 students to enroll under its 15 to 20 academic programs. Then almost all the academic programs were forced to have students beyond their capacity’ (Edalkachew, 2011).

Therefore, it seems the unprecedented increase in the numbers of students partly made the educational programs to be loaded with large numbers of students. Consequently, the establishment of new educational programs was encouraged in order to minimize students’ crowdedness in certain fields of studies.

The change in the enrollment policy had paved a way to the increase in the numbers of higher education students, which some times were difficult to think in terms of the capacity of higher education institutions... [Therefore] expanding the number of educational programs was the only options that the higher education institutions had by then, otherwise, the available educational programs were unable to accommodate the enrolled students (Isak, 2011).

The idea given by the two informants generally indicates that the increase in the numbers of higher education students, which was advocated nationally, has created some pressures on the existed educational programs. In fact the SPSU, by then, didn’t have students (see section 4.4). However, the overall increase in the numbers of students that are being assigned to the higher education institutions in general, Mekelle University in particular created a favorable condition to the split of some of its subunits.

The split of history and civics and ethical education from the SPSU are evidently mentioned. Reflecting on the increase in the numbers of the higher education students and its roles to the split of history from the SPSU the informant from history and cultural studies said that.

Before, 2003 there was a common perception that history could only given in the oldest national university- AddisAbaba University, but following the opportunity given by the higher education proclamation, it was visualized history could also established as an independent educational program in Mekelle university too (Endalkachew, 2011).

The reflection obtained from John, had also shown that the national policy in higher education had importantly lead the group academic staff to establish an educational program of their own. According to him, the government had introduced civics and ethical education to the national education system as a course. However, there was no established educational program, which trains educators for the introduced courses in the high schools and universities. Accordingly, the establishment of civics and ethical was encouraged.

This implies that, the graduate demand, along with the increase in the numbers of higher education students fostered the split of the civics and ethical education and history and cultural studies from their earlier home- SPSU.

2. The ‘seventy’ versus ‘thirty’ Percent Program Mix

The ‘seventy’ versus ‘thirty’-program mix was introduced in 2007 and it was generally about the percentage of students’ distributions across the natural sciences and engineering and humanities and social sciences, respectively. That is, the policy claims that seventy percent of the higher education students should be enrolled in natural sciences and engineering, and the rest thirty percent in the social sciences and humanities.

The natural sciences and engineering include disciplinary areas such as: engineering and technology (which accounts to take 40%), natural and computational sciences (which accounts to take 20%), medicine and health sciences and agriculture (which accounts to take 5 %) and natural resources (which accounts to take 5%). Whereas, the social sciences and humanities disciplines includes academic areas such as business and economics (which accounts to take 10%) and social sciences and humanities (which accounts to take 20%) (AIEGPPM 2001-2005).

Before, the year 2007, meaning before the introduction of the ‘seventy’ versus ‘thirty’ percent program mix, students were distributed to different academic areas temporary on the number of academic staff, teaching materials and facilities, fund and to some extent on the bases of the interests of the student. And, as indicated in section (1.1), most Ethiopian public higher education institutions, before 2003 were abundantly giving social sciences disciplines than the natural sciences and engineering. Accordingly, they were producing more social sciences graduates than natural sciences and engineering.

Therefore, given the graduate demand for the social sciences graduates was on the verge of its saturation, the government and the higher education institutions come to recognize a national shift towards the disciplines of natural sciences and engineering. The government’s white paper on this concern states that, ‘ to create a sustainable and relevant higher education, an emphasis to the most vexing and vexing issue in student distributions across the disciplines is a necessary must’ (AIEGPPM 2001-2005).

Of course, a shift in the students’ policy would have an impact in the process, structures and governance systems of the higher education institutions, because students are one of the potential resources for the continuity of the higher education institutions in general and the academic areas in particular. They are for example important sources of income for the higher education institutions, prestige, research and teaching activities etc. Thus, a change in any dimensions of the higher education students might have a wider implication to the practices of the higher education

institutions including the educational programs.

According to some of the informants, Isak and Abie, the changes in the students' distribution policy, combined with other newly introduced policy on teacher training approach, which is about to be presented in the next section has partly led to the differentiations of the SPSU. Referring to the role of the 'seventy' versus 'thirty' percent program mix to the subunits in the SPSU, the informant from the institute of pedagogical sciences said that,

The shift to the natural sciences and engineering, albeit it was important, has created some fears to the academic areas in the social sciences and humanities in general and utmost to the programs which were involved in the teacher training such as like the social and pedagogical sciences unit... the new program mix placed the latter disciplinary areas (teacher training programs) neither in the social sciences and humanities nor in the natural sciences and engineering (Isak, 2011).

As indicated by Isak, the seventy versus thirty percent program mix had banned the teacher education programs. This would then create some impressions, which of course the academic staff has to do on it. ' Since then- the introductions of the seventy versus thirty percent program mix, I can say that the excluded academic programs were involved in [No treat no surrender] (Isak, 2011).

From this one can understand that the academic areas in the teacher training programs, such as like the SPSU were involved in searching and realizing every thing that would presumably saves them from decline. ' The split of psychology from the SPSU and also some facial changes in the names of the educational programs (such as history to history and cultural studies, civics to civics and ethics), are some of the results of the seventy versus thirty program mix (Isak, 2011).

However, in contrast to Isak's idea, the informant from psychology claimed that,

Despite the seventy versus thirty percent program mix inclined towards the disciplines in the sciences and engineering, the role of a psychologist was important. An engineer needs not only the compass and drawing machine but also a psychologist who interpret the behavior, needs and feeling of his (her) human stakeholders (Abie, 2011).

The difference between the ideas given by Iak and Abie is worth discussing. Therefore, it seems that the informants are different in terms of the ways they rationalize the emergence of psychology vis-à-vis the seventy versus thirty program mix. According to Isak, seventy versus thirty-program mix created a fear to the academic staff in the psychology and therefore demand to establish an independent educational program. However, to the informant from psychology, it was not the fear that the academic staff triggered to the establish psychology. It was rather the opportunity that would presumably flourish alongside the introductions of the seventy versus thirty programs mix.

3.The Introduction of 'Added-on' Teacher Training Approach

According to some of the informants, the introduction of 'added-on'⁴ teacher training approach was another factor that enhance the differentiation of the SPSU. The 'added-on' approach was a national policy introduced in 2007, which is at about the same time with the 'seventy' versus 'thirty' percent program mix (see above) was introduced.

⁴ Is an approach, which claims, pedagogical and the subject matter study about which the presumed student teacher is expected to teach should be given consecutively: Meaning, pedagogical trainings are given after the students finishes his (her) three year study in field he (she) is supposed to teach in the high schools.

Before, the introduction of the ‘added-on’ approach, an integrated⁵ approach of teacher training was in use. The differences between these two is mainly about the time when the pedagogical training should be given to the expected student- teacher. In the ‘added on’ approach the pedagogical training are given after the students have finished their subject matter study. Whereas, in the integrated approach the two, the subject matter and pedagogical training are given at the same time or simultaneously. Pedagogical trainings deal about the methods of teaching, school research, and school psychology and were provided by the academic staff from the pedagogy and psychology subunits.

Thus, when the integrated approach was replaced by the ‘added-on’ approach, the academic staffs in the pedagogy and psychology subunits come to develop some fears. This was because; the courses about which the academic staffs of these units were used to provide have been banned out in the name of the ‘added-on’ approach. The idea of the informant from the institute of the pedagogical sciences seems to confirm this.

The introduction of ‘added-on’ approach of teacher training has signaled about the increasingly shirking demand for the high school teachers...which finally had two consequences to the educational programs which were under the former social and pedagogical sciences unit: facial change in the names of the educational programs which had differentiated from the SPSU unit and immediate separations for the subunits such as the psychology (Isak, 2011).

The idea given by Isak, in connection to the one stated in the above section, seem to reflect that, the policy direction towards the sciences and engineering connected with the introduction of the ‘added-on’ approach has made the academic staff in the indicted units less certain about their future. Because, both of the policy directions gave less attention to the faculty of education in

⁵ Is an approach, which claims, pedagogical and subject matter training should be given concomitantly. In other words, courses of both sides, pedagogy and major field of study about which the student is going to teach in the high schools are given simultaneously.

which they were used to provide their respective courses. Confirming this, the informant from psychology stated that,

As the demand for the teacher training comes to shrink, there were no such strong ground to remain within the social and pedagogical science unit because the courses, which were given to the student teachers, are cancelled. And a shift to pure social sciences [educational programs that were relatively favored by the policy] was an option (Abie, 2011).

4.The Introduction of Business Processes Reengineering

The business process reengineering was introduced in 2006 to reform the governmental organizations including the higher education institutions. Business processes reengineering is a fundamental and radical redesigning of business processes to achieve dramatic improvement in critical contemporary measures of performance such as cost, quality, service and speed (Hammer & Champy, 1993, p. 32).

It was a national agenda realized to enhance the quality of services, competency, effectiveness and efficiency of the public institutions. Mekelle University, the research setting for the present study, was one of the universities that had realized business processes reengineering to reform its internal processes. That is, the university management, triggered and encouraged by the national pressures, had realized business processes reengineering to solve some the its problems such as overloaded bureaucracies, poor student services and compromised quality in the teaching and learning (The Mekelle university Business Processes Reengineering Action Plan, 2006).

The restructuring processes consisted three main streams. These were: teaching and learning, research and community development and the university's governance. The university governance streams had a concern with regard to the ways through which the loaded university's bureaucracy could be arranged in to customer-based structures. As a result, it had restructured

some of the earlier organizational structures of the university. Some faculties were re-named and some departments have changed the placement of their faculties. For example, the faculty of education was broken in to two faculties: the natural and computational sciences and social sciences and linguistics.

The faculty of natural and computational sciences was framed to have some educational programs which formerly-before the introductions of the business processes reengineering, under the faculty of education. In addition, it was also made to have some other educational programs from other faculties such as geology, which was under the faculty of engineering.

Therefore, as the educational programs, were restructured, the pedagogical sciences subunit was organized as an institute. The informant from the institute of the pedagogical sciences said the following.

The business processes reengineering ... torn down the ex governance structures of the university to the way it fits to the demands of the task force which was in charge by then... and the team had named the former pedagogical subunit as institute of pedagogical sciences... there was no strong ground regarding why the unit was progressed in to it an institutions., nothing was studied and done (Isak, 2011).

This implies that, the emergence of the institute of pedagogical sciences was resulted due to the restructuring processes introduced through the business processes reengineering. Two major reasons were identified as to why the pedagogy subunit of the SPSU was organized as institute. First, in connection to the restructuring processes, the academic staffs within the subunit belong to any of the emerged faculties: the faculty of the natural and computational sciences or the social sciences and humanities. And, secondly, in connection to the new policy of the added on teacher training approach indicated above, the establishment of an institute that can train teachers after they complete their three-year subject training was so mandatory.

B. Institutional Factors

According to the informants, along with the national factors, there were also institutional factors that derived the differentiations of the SPSU. Confirming this, the informant from the department of history and cultural studies said that,

Of course, I can't generalize that the entire split of the social and pedagogical sciences unit was resulted due to the national opportunities, which were flourished towards the wake of the twentieth first century. In deeded, the new national agendas on the expansion of the higher education has paved important ways to the emergence of new educational programs, but along the ways, I can also realize that the decade long changes that the Mekelle University has come across was also due to the fact that the university was so visionary, actively involved in the research, national and international cooperation and community services (Endalkachew, 2011).

Educational programs, as also argued in section 3.2, are among the institutional features that are basically subjected to the internal pressures. Therefore, the informants of the interview have generally reflected up on two essential features of the university that had important roles in the differentiation of the SPSU: the academic staff and the university's strategic plan. Therefore, the section below will present the informants' reflection. Besides, information gathered from the documents is also presented concomitantly with the informants' view.

1. The Demand of the Academic Staff to Establish an Independent Educational Programs

The informants of the present study, in additions to the national factors, have identified the academic staff as a factor to the differentiations of the SPSU. As attempted to understand from the interview sessions, the academic staff were triggered to differentiate the SPSU mostly for reasons such as reputations and optimizations of resources.

Reflecting on the demand for reputations, the informant from history and cultural studies said that

To the academe, living without an independent educational program is a big moral and scholastic failure...an independently established educational programs gives to the academic staff a sense of heroism. And, everybody was striving to show his (her) academic caliber and capability by launching his or her respective academic program within the university (Endalkachew, 2011).

This implies that the academic staffs were less satisfied whenever they live without an independent educational program. Speaking to the same point, the informant from the institute of pedagogical sciences has also reflected that,

Being in a unit [like what the subunits in the SPSU were] underrepresents your roles in the teaching and research.... if you don't have an independent department you are conceived as being you are weak academically... as if you are less powerful and inferior than others (Isak, 2011).

According to Isak, even if the SPSU had at least four academic subunits, the fact that they were all known by a common name – SPSU, shadows the capability of the academic staff in research and teaching practices. Going further, the informant argued that:

The academic staff of the subunits in the SPSU had then started to use every possible ways that lead to the establishment of their respective educational programs... because entering in to the list of the academic programs and organizational structures in the university gives an important credit of reputation in terms of research, and intuitional resources (Isak, 2011).

In addition, the informants have also stressed that the demand to obtain resources for research, teaching and learning amid of the changing national agenda triggered the academic staff to differentiate from the SPSU.

The social and pedagogical sciences unit, despite it had different subunits, was represented as a single unit in the courses of institutional budget allocations... and finally the budget, after it reaches the unit, was also less defined to which subunit and how it should be divided (John, 2011).

Further, in addition to the demand for reputation and resource optimizations, the informants highlighted that the changing national policy in the priorities of the academic areas (see section 5.1) has triggered the academic staff to differentiate the SPSU. Regarding this, the informant from institute of pedagogical sciences that:

Once these changes were introduced (the seventy versus thirty percent program mix, added-on teacher training approach) the survival of the academic staff in some of the subunits of the SPSU was heavily questioned, because the academe, especially in the SPSU belongs to the area where the emerged national policies give little emphasis. Thus, living in the university without an educational program that doesn't fit to the government's whitepaper was almost impossible (Isak, 2011).

This implies that, the newly emerged national policies indicated in section 5.1 have pressured the academic staff to look for options. That is, unless they establish a new educational program, they might be displaced from the university at one point in time. Evidencing the survival issue, the informant from institute of pedagogical sciences said 'the one which was known as Civics and Ethical education (before the introductions of the seventy versus thirty percent program mix) comes to be known as Civics and Ethics. And, history comes to be history and cultural studies' (Isak, 2011).

Generally, it could be understood that, the academic staff in the SPSU had important roles in the differentiations of the educational programs. Two important conditions have triggered the academic staff to differentiate the educational programs. First, the academic staff tends to differentiate their educational programs, because living without an independent educational program undermines their reputations in research and teaching activities. And, secondly, differentiation was found important to respond to the emerging national policies, which put the survival of the academic staff's at risk.

2.The University's Strategic Plan

Connected to the institutional factors, the informants have also explained that the differentiations of the SPSU in terms of the Mekelle University's twenty years strategic plan.

The twenty years strategic plan of the Mekelle University was established in 2003- three years after its establishment as a university. Under its permeable, the strategic plan states that:

[The university] will become, be perceived, and be acknowledged as an outstanding government University of academic excellence with a community of scholars and a center for learning where individuals can develop their intellectual capabilities throughout their lives in an environment that promotes academic achievement and research excellence (Mekelle University strategic plan, 2003:12).

Aligned to this, the strategic plan has specifically shown some visions that need to be achieved in 2020. For example, by 2015- the transitional period for the strategic plan, it is planned that the university to have 29865 undergraduate students, 396 postgraduate students (Mekelle University Strategic Plan, 2003: 62). Besides, beyond these quantitative measures the strategic plan also attempts to visualize about the qualities that the university would achieve within the twenty years.

To achieve these goals, the university's strategic plan focuses on five action plans, of which the action plan concerning the establishment and expansions of the educational programs is among others. Concerning educational programs, the strategic plan states that:

Provide high-quality undergraduate as well as post graduate programs in the agricultural natural resource and environmental, engineering and technological, medical, geological, pure and applied sciences, education, and business and art fields, with emphasis upon those of special benefit to the country, its citizen, and the world at large (Mekelle University strategic plan, 2003:13).

This implies that the university in line with the national policies and strategies, at least in the kind

and numbers of the academic areas, is planned to be full-fledged university where every academic area is found. The strategic plan gave the academic staff an opportunity. With this understanding the strategic plan pledges the academic staff to undertake actions for its achievement.

To achieve the objectives and strategies outlined in this plan, individuals, groups, teams and the various work units must take the responsibility for developing and implementing appropriate action plans, and for measuring progress at regular intervals (Mekelle University strategic plan, 2003:12).

As indicated above the informants confirmed that the strategic plan was one of the institutional factors that derive the differentiation of the social and pedagogical sciences unit in to different educational programs. According to the informants view the twenty years strategic plan of the university has created an ideal opportunity for the differentiations of the social and pedagogical sciences unit. This is because the university has to rush in all of its activities so that it reaches the ceiling of its plan.

The strategic plan was therefore an important point of reference for the establishment of new educational programs. ‘ Every unit comes to take the university’s strategic plan as a reference point ...vantage point to develop proposals of establishing new educational programs in the university’ (Endalkachew, 2011). Besides, the establishment of the educational programs was also encouraged. That is the institutional governing bodies were well coming to the establishment of new academic programs. ‘any attempt to establish an academic program, no matter its relevance, was there fore welcomed’ (Isak, 2011)

5.2 Were there Challenges in the Differentiations of the SPSU?

As indicated in section 2.2 the differentiations of educational programs have some challenges. Of these challenges, many of them were related with the division of the resources and demarcations of their knowledge territories. The former is mainly related with institutional fund, academic staff

and other academic resources. While the latter, is related with the definitions of the scope of the differentiating academic areas. And, the informants' idea seems to confirm these challenges. For example, an informant from the department of psychology has explained the challenges as follows.

The split of the SPSU in to different independent educational programs had some challenging tasks of which parts of them were addressed through the interventions of the faculty . . . the challenges (at the unit level) were related with the divisions of the academic staff, resources and courses... [and] these problems were highly observed within the related academic subunits (Abie,2011).

From this, one can understand two important messages. First, the subunits, given that they differentiate at different times, had some discord with regard to the divisions of the resources they were using in common. These include, the academic staff and courses or subjects. Secondly, the degree of discord between or among the subunits was varied. According to the informant, the tension was heavier within the related subunits rather than in the unrelated ones. The details of each of these challenges and the means taken to overcome are indicated in the following sections.

5.2.1. Challenges with regard to the Divisions of the Courses

As attempted to understand from the informants, this problem was intense between the related subunits. According to the temporary definition, the psychology subunit was related with pedagogy, while; history was related with civics and ethical education. The challenges were then intense with these two groups of the subunits. With regard to psychology and pedagogy subunits, courses such as 'measurement and evaluation' and 'educational psychology' were challenging to divide. Similarly, the course 'civics and ethical and education' was a source of conflict within the other groups of the subunits- civics and ethical education and history.

Initially, there were no a clear rule regarding by whom the indicated courses ought to be taught. Both academic staffs in the related subunits were able to teach the mentioned courses. In this case, unlike the educational background of the academic staff, the total numbers' of loads that each academic staff was has given major credits. However, when the subunits begun to differentiate, the courses comes to be a potential sources of tension. The academic staff in the respective sub units comes to define the territory of their differentiated subunit in a way it embraces the courses about which they were conflicting. Reflecting on the pedagogy and psychology point of conflict, an informant from the institute of the pedagogical sciences said that:

Measurement and evaluations is not about psychometrics, but about how to evaluate the students in terms of the objective he or she was intended to achieve ...[and] educational psychology is not about applied psychology, but about the ways how the behavior of the student should be handled in the schools or educational setting . . . these courses, by large, are about pedagogics (Isak, 2011).

On the contrary, the informant from department of psychology reflected as, 'Educational psychology and measurement and evaluations should belong to the department of psychology, because the courses deal about teaching and learning from the perspective of psychology rather than pedagogy (Abie, 2011)'.

Similar information is also obtained with regard to the tensions between the subunits of civics and history. Reflecting on it, an informant from history and cultural studies said that

The reason why the course was designated to be given by the academic staff from the both sides was that, because none of the academic staff have civics and ethical education background, ... the academic background of academic staff in the civics and ethical education subunit was related to history and political sciences. Therefore, it was debatable whether the course is relevant to history or civics and ethical education subunit (Endalkchew, 2011).

Finally, the problems were resolved through the interventions of the faculty. And, a course code was used as a main criterion to resolve the tensions. A course code is code given to each and every higher education course on the bases of the orientations. Accordingly, the measurement and evaluation and educational psychology were given to the department of psychology, and the course civics and ethical education department to the civics and ethical educational sub unit.

However, some of the academic staff, especially those from the side whom loss the courses as result of the faculty's decision seem less convinced about the decisions taken. The informant from the institute of pedagogical sciences said that, 'even though the problem was purely academic, the decision were blindly taken...course codes tells less about the courses content' (Isak, 2011).

5.2.2.Challenges with Regard to the Divisions of Academic Staff

The division of the academic staff, along with the challenges stated above, was another challenge in the differentiations of the SPSU. In fact, each academic staff knows to which sub unit he or she is employed. Particularly, they know their exact placement during the time of recruitment.

However, in the mean time, the placement of the academic staff comes to be blurred, because the academic staffs, in addition to the courses they were officially employed to teach, were also teaching some courses from other subunit. Especially, in the related subunits (as indicated above), there was no such hard distinction regarding the exact places of the academic staff. For example, the academic staff in the pedagogy subunit were able teach courses which were latter decided to be owned by psychology. In similar case to this, academic staffs that belong to the history subunit were also teaching courses of their related subunit- civics and ethical education (see the above section).

Then, as the subunits come to differentiate, the divisions of the academic staff comes to be a sources of tension. That is, the subunits were entangled with the question how the academic staff should be assigned. Is it on the bases of their earlier employment history or on the bases

of the courses they were teaching?

Reflecting on this, the informant from history and cultural studies said that:

Despite my academic background is history; I was initially employed to teach civics and ethical education. However, in the mean time, I was transferred in to the department of history to which I was among the ones responsible for its establishment...other academic staff, were also looking for such opportunity, they failed though (Endalkachew, 2011).

Similar reflection has also obtained from another the informant ‘ . . . I was employed to teach pedagogy courses...but in the mean time I was also teaching psychology courses... finally even if I was looking to be with the (then) department of psychology, I was being told to stay in the institute of pedagogical sciences’ (Isak, 2011).

The reflection given by the above informants generally imply that, the academic staff demand to be member of the differentiating educational program, rather than the one which is not yet differentiated. Academic staffs, which were originally employed in the pedagogy sub unit, demand to be member of the department of psychology when the latter begun differentiated in to an independent educational program.

5.3 What are the consequences of the differentiations of the SPSU to the teaching and Research Relationships?

The response of the informants to this question seems varied in terms of the practical and theoretical implication of the differentiations of the educational programs to the relationship between teaching and research. For example, the informant from the history and cultural studies has reflected as follows.

The differentiations ...have contributed to qualities of the inputs, processes and outputs of teaching and learning. In terms of inputs, the division of the SPSU has paved a way to attract wider resources of which the unit has less possibility to attract before. Students enrolled under each educational program, various academic staff with varied competencies and educational backgrounds comes to be employed, institutional fund which was drawn to the SPSU before the differentiations comes directly to the differentiated department (Endalkchew, 2011)

This implies that, the educational programs come to attract some of the conditions, which determine the teaching and research relationships. Of which, they didn't had a possibility before they differentiate. For example, as indicated by the informant, while they were under the SPSU, they didn't have students. Teachers of the subunits (as indicated in the units of analysis section) were employed to teach students' of other faculty.

Thus, it seems that, as a result of their differentiations, some spaces for the teaching and research relationships were emerged. However, the informants seem cynical whether the differentiation alone could be preconditions for the teaching-research integration. For example, the informant put his opinion as follows.

Keeping other things constant (such as the fund for research, the commitment and research culture of the academic staff) I would say that the differentiations of educational programs into different specialties enhances to conduct research, develop teaching and also to connect them in the form of students projects and other active learning strategies (Endalkachew, 2011).

This informant gives an insight that, the differentiations of the educational programs, enhances parts of the conditions that lead to the teaching and research integration, but it is, more or less, impractical to think in that way. According to his suggestion, it is in principle that the differentiation could enhance the teaching and research relationships. But, in practice the commitment and research fund determines whether teaching and research should be synergized.

Speaking to the same point an informant from the institute of pedagogical sciences said that:

[Differentiation] of course in principle . . . yes! Differentiation could enhance the teaching and research relationships, but what matters most to connect the teaching and research is not where we are - being in a unit or differentiated as independent educational program. It is rather the research fund and time (Isak, 2011).

However, different from the informants mentioned above, the informant from the department of psychology, different from the informants indicated above, considered that the differentiation has given them to connect teaching and research in a most practical ways.

Because we have students and also we are organized as independent educational programs, we have got the possibility to design the curriculum of the courses in a more field practices. Our students go to the actual setting such as hospitals and attempt to see what is being in the actual setting. As such, teachers are also entitled to conduct research such as action research to improve their connect of their courses and their teaching effectiveness (Abie, 2011)

According to this informant, the differentiation of the SPSU has given a way to the realizations of some teaching activities that contribute to the research relationships.

5.4 Summary of the Major Findings

This section summarizes the major findings presented in the preceding sections.

Table 1.2 Summaries of the Findings

Research questions	Findings	
What were the factors that explain the differentiations of the SPSU, Mekelle University-Ethiopia	National	The increase in the numbers of the higher education students since 2003.
		The ‘seventy’ versus ‘thirty’ percent program mix- the shift towards natural sciences and engineering
		The introduction of the ‘added-on’ teacher training approach-
		The introductions of the business processes reengineering
	Institutional	The Mekelle University’s twenty years strategic plan
		The demand of the academic staff to establish an independent educational programs
Were there challenges during the differentiations of the SPSU, if so how are these challenges explained	Challenges with regard to the divisions of the courses	
	Challenges with regard to the divisions of the academic staff	
What are the consequences of the differentiations of the SPSU to the teaching and research relationships?	Helps the differentiated educational programs to obtain some of the conditions, which enhance the teaching and research relationships	

Chapter 6 Discussions on the Findings

This chapter discusses the findings that are presented in the preceding chapter. The discussion is made inline with the theoretical and conceptual framework presented in chapter three. Moreover, results of the study are compared with some of the previous findings. Thus, the chapter is designated to have three sections, each related to the research questions. According to their consecutive orders, the sections are presented as: the interplay between national and institutional factors, the overlapped boundaries as sources of challenges in the differentiations of the educational programs, and the consequences of the differentiations of the educational programs to the teaching and research relationships.

6.1 An Interplay between National and Institutional Factors

As the analyzed data shows, the interplay between national and institutional factors explained the differentiation of the SPSU. The latter refers to the university's strategic plan and the roles of the academic staff, while the former refers to the changes in the national policies with regard to the higher education. These conditions were however related to each other. Most likely, the national factors had paved a way to the emergences of the institutional conditions, which in the meantime pressured the SPSU to differentiate.

However, this is not to mean that there was a linear chain of causation between of among the national and institutional conditions. More or less, the observations seems to confirm what most scholars in the field of higher education (e.g., Gorntizka, 1999) argue as, government policies despite they vary from one state to another, influence the higher education institutions by institutionalizing general strategies and governance frameworks.

At stake was however not to create a synergy between the policy level changes with that of the institutional conditions, but to explain the interplay in terms of the existing literature and the points discussed in the conceptual and theoretical frameworks?

Seen against the existing literature, the present findings have slight differences from some authorities (e.g., Abbott, 2002; Huisman, 1997; Karseth, 1995) that explained the changes in the academic disciplines in terms of the interplay between the external/ social and internal/ cognitive factors. Different from these group of scholars, the findings seem to suggest that, the differentiation of the SPSU was mainly attributed to the social / external factors. With this, the findings seem however to support parts of the argument made by Metzger (1987). Metzger claimed that, not all academic disciplines' fragmentations are explained in terms of the changes in knowledge or knowledge paradigms. According to him, disciplinary fragmentations might also result in reactions to the changes in the students' population and the growth in the labor force demand.

In this regard, it seems important to highlight why the differentiations of the SPSU had social /external explanations rather than internal/ cognitive ones. As noted by Becher and Trowler (2001) the type of the academic disciplines, the context under which they operate and also their maturity determine the academic disciplines' epistemological paradigms. Focusing on maturity of the academic disciplines, the writers stated that, 'in the courses of time pre-paradigmatic subjects will evolve towards mature paradigmatic status' (p. 33). Despite the scholars didn't mention what exactly maturity mean is; their contribution however imply that, paradigmatic development is a gradual process. As the academic areas stay long, their possibilities develop or to subscribe to a certain epistemological outlooks and paradigms is more likely. Therefore, one can argue that parts of the reasons why the differentiations of the SPSU had less cognitive/internal explanations might be related to its overall maturities.

Further, following the Becher and Trowler's suggestion, one can additionally explain the findings in terms of the context in which the SPSU was existed. As indicated in section 4.3, the SPSU was established at the time when the Ethiopian higher education was characterized with high expansions to ensure access and equity. In this regard, one can guess that, differentiation might be resulted in order to give a response to the external demands rather than the internal or epistemological differentiations in knowledge.

Moreover, the findings imply that, differentiation is a response that the educational programs realized to face the external changes related to their resources and expectations. As to the example of the SPSU, the former was related with changes in the students' admission and distribution policies, and the latter was related with the attempts of the academic staff to conform to the external expectations. For example, it was observed that the differentiations of the SPSU were related with the changes in students' distributions such as the 'seventy' versus 'thirty' percent program mix, the 'added-on' teacher education policy and the increase in the numbers of the higher education students.

In deeded, these policies were not equal in terms of their influences. Some of them reduced the number of students about which the educational programs were to receive, while for other, paved a way to the increases in the numbers of the students.

In this regard, the differentiations of the SPSU against such varied forces evidenced that; differentiation is not only a response to the conditions that constrained the resources but also to the conditions that are less likely to constrain the resources.

As Becher and Trowler (2001) wrote:

Responses to change are not usually monochromatic. We can expect to see a variety of reactions from different group of staff, and even from the same individuals and groups at different times. [The responses are] not negativity and resistance, or burying of the head in the sand in the hope that things will change for better, but enthusiastic adoption of change in some cases and strategic undermining and reworking of it in others (p. 16).

Thus, the differentiations of the SPSU seem to conform what Becher and Trowler have suggested. As the policies, which prioritize the academic areas, were emerged, the academic staff within the group of academic areas that were given less priority had been looking for possibilities such as like the differentiations. This further shows the centrality of academic staff in the differentiations of the educational programs. This is particularly accepted, because as Henkel (2000, 2005) noted policy changes impacts the dynamics between the individuals, academic disciplines and universities within which the academic identities are formulated.

6.2 Overlapped Knowledge Territories as Sources of Challenge

As the data evidenced, some challenges related with the divisions of the academic staffs and courses were observed during the differentiations of the SPSU. That is, as the subunits begun to differentiate, the academic staffs debated regarding the divisions of the courses, which were formerly under their common territories. In addition, the divisions of the academic staff whom were teaching the disputed courses were also challenging. The latter was revolved around what criteria to use in order to assign the academic staffs. Is it the academic staff's recruitment history, or the courses they were teaching before the differentiations of the educational programs?

Therefore, at stake was to explain how these challenges come to exist. Of course, the literature suggests that, let alone in the academic areas, which flourish from a common parking unit such as like the SPSU, challenges are most common even in the academic areas that are relatively different. This is because; the knowledge territory of the academic areas is overlapped in its nature. For example, Becher and Trowler (2001) had speculated about the consequences of the overlapped knowledge boundaries as: '[in] the divergent and loosely knit disciplinary groups . . . cognitive border zones with other subject fields are liable to be ragged and ill-defined, and hence not so easy to defend'(p. 59). According to Becher and Trowler divergent disciplines are group of disciplines that lack clear sense of mutual cohesion and identity among their constituent members. These include the social sciences, of which the SPSU and its differentiated educational programs are amongst others. Therefore, the challenges could be explained in terms of the overlapped knowledge boundaries of the differentiated educational programs.

Further, the observed challenges could be explained in terms of the competition among the subunits for their resources and prestige. Because, academic areas are not only strive to widen the scope of their knowledge territories, but also to maximize the resources that determine their future survival. The fragmentations of disciplines into specializations worsens the competition for institutional resources(Becher & Trowler, 2001)

Another point worth to discuss is that about the managerial responses undertaken to resolve the challenges resulted during the differentiations of the educational programs. As indicated in section 5.2, the challenges in the divisions of the courses and also the academic staff were resolved through the intervention of the faculty. This seems to imply that, conflicts related to the divisions of knowledge areas are less likely to be resolved in terms of the consents of the academic staff. Because, as disciplines are less likely to constrained the kind of knowledge possible within them (Abbott, 2002, p. 210) each academic staff contend to bring the conflicting knowledge area to his / her boundary of specialization. In such a point, the academic staff most likely tends to defend rather than to argue rationally. Because, losing parts of their territory

questions not only the identity academic staff, of which their identity is formulated (Henkel, 2000) but also their survival within the university.

6.3 The Consequences of the Differentiations of the SPSU to the Teaching and Research Relationships

The academic staff perceived that the differentiation of the educational programs could contribute to the emergence of some conditions that enhance the relationship between teaching and research. But, according to them differentiation alone is less likely to guarantee the relationships between teaching and research. Instead, the relationship between teaching and research is practically determined by the amount of fund, time and commitments. In this regard, the findings seem to add slight insights in to the existed debates about the relationship between teaching and research. First, the fact differentiations enhances the emergences of conditions that strengthen relationship between teaching and research seems to question the arguments made by some scholars (e.g.,Rowland, 2002),whom believed that the fragmentations in the academic areas is likely to deter the relationship between teaching and research. And others such as for example (Krishnan, 2009) whom claim that with specializations academic ‘insularity’ is developed.

As indicated in the previous sections, the inner motive of the academic staff, along with the national and institutional conditions, was among the factors that explained the differentiations of the SPSU. That is, the demand of the academic staffs to live under the SPSU were less likely, because they perceived that being in unit doesn’t led them to outward their capabilities in teaching and research. Thus, differentiation was an option to realize their potentials in teaching and research. With differentiations, the academic staffs develop a sense of independence where they can design, realize and update the overall teaching procedures and contents. Besides, as to the case of the present study the differentiated educational programs, better than the days they were in the SPSU come to have students, of which they didn’t had before their differentiations. Furthermore, by establishing educational programs, they come to be represented as independent

programs to divide the institutional budget for teaching and research.

As the existing literature suggests (e.g., Healey, 2005), the ones indicated above are important elements in the teaching and research relationships. In other words, they are the bases to relate teaching and research. For example, no matter how big or small the fund is; it is less likely to integrate teaching and research, if the teachers' autonomy is compromised. In similar case to this, no matter other factors are there; it is less likely to integrate teaching and research, if students are not at hand. Because teaching and research are integrated, more or less, to benefit the students and in the long run the society. Thus, students are at the grassroots where the teaching and research could be linked. Therefore, as to the example of the SPSU reveals, differentiation enhances these conditions at the grassroots levels.

However, although differentiations paves a way to the emergences of such conditions, the academic staff at its practical notion perceived that the integration between teaching and research is determined by the amount of fund, the academic staff's teaching load and the overall institutional and personal commitments.

From this, one can understand that, the differentiations of the educational programs pave a way to the development of some conditions that can enhance the teaching and research relationships, but differentiation alone is less likely to determine the relationship between teaching and research. The integration between teaching and research is rather practically determined by the fund, time and institutional commitment.

Chapter 7 Summary and Conclusions

The study was initiated to explain the differentiations of the educational programs, challenges, and its consequences to the teaching and research relationships. And the SPSU (Mekelle University- Ethiopia) was taken as an example. The SPSU was an academic unit that in the meantime differentiated in to four educational programs namely psychology, history and cultural studies, institute of pedagogical sciences and civics and ethics.

To address the research questions, data were collected using a semi-structured interview and document analysis. The semi-structured interview was conducted with selected academic staff, one each, from the differentiated educational programs. Therefore, the section below will conclude by summarizing the findings. The findings are summarized inline with the research questions.

1. What were the factors that explain the differentiations of the SPSU, Mekelle University, Ethiopia?

The analyzed data reveals that, the interplay between the national and institutional factors explained the differentiations of the SPSU. Important national factors in this case were, the drastic increase in the numbers of higher education students since 2003, the introductions of the ‘seventy’ versus ‘thirty’ percent program mix, the introduction of ‘added-on’ teacher education policy, and the business processes reengineering. Combined to this, institutional factors such as the Mekelle University’s twenty years strategic plan and the demand of the academic staff to establish an independent educational programs were found important factors to the differentiations of the SPSU.

However, even if it is difficult to clearly couple them in causation synergies, the influences of these factors were different from one educational program to another. For example, the split of history and cultural studies, and civics and ethics were mainly explained in terms of the increase in the numbers of the higher education students. On the other hand, the differentiation of psychology and institute of the pedagogical sciences unit seem to be explained in terms of the introductions of the national policies, which prioritize the natural sciences and engineering rather than the social sciences and humanities. These policies were, the business processes reengineering, the ‘added-on’ approach in the teacher training programs, and the ‘seventy’ versus ‘thirty’ percent program mix.

Finally, it was observed that the national and institutional factors were intractably linked to each other. By and large, the national conditions had paved a way to the emergences of some of the institutional conditions. For example, institutional conditions such as the university’s twenty years strategic plan and the academic staff’s awareness about their future survival were seen as result of the changing national policies in higher education. Thus, the differences between national and institutional factors were mainly analytical.

2. Were there some challenges in the Differentiations of the SPSU? If so, how are these challenges explained?

There were two major challenges in the differentiations of the SPSU. The first challenge was related with the divisions of the courses. This challenge was observed between the related subunits of the SPSU. That is, between the subunits of psychology and pedagogy, and history and civics and ethical education. The former groups of subunits were contested over the courses such as measurement and evaluations and educational psychology, while the latter over the course civics and ethical education. The challenges were seen while either of the related subunits starts to differentiate, before their related subunit. In addition, the division of the academic staffs was also

another challenge during the differentiations of SPSU. Especially, the placement of the academic staffs that were teaching the contested courses stated above was challenging.

And, as understood from the overall problems, the challenges are seemingly resulted from the similarities in the knowledge characteristics of the targeted educational programs. Because, as indicated in section 4.3, one of the reasons to categories the subunits in to two categories, each with two subunits, was because the subunits share similarities in terms of the area of knowledge they dealt.

3-What are the consequences of the differentiations of the SPSU to teaching and research relationships?

In this regard, the academic staffs perceived that the differentiations of their respective educational programs could give a way to the emergence of some features that enhances the relationships between teaching and research. Among which are, with differentiations the academic staffs' autonomy to develop preferred teaching methods and design contents of curriculum are likely flourished. Accordingly, the possibility to inculcate research outcomes or designing the courses curriculum in a way it integrates the research has become likely.

Moreover, but limited to cases of the SPSU, the differentiated educational programs were also entitled with two benefits which have important roles in the relationship between teaching and research. First, students come to be enrolled in the respective educational programs. This might led the academic staff to believe in such a way that, they will get a chance to teach the students under their respective educational programs or specializations. Secondly, as a result of their differentiations, the educational programs come to be represented as independent units in the institutional budget for teaching and research. Therefore, it seems as a result of these conditions that the academic staff perceived the differentiations of their respective educational programs would pave a way to the emergences of the conditions that could enhance the relationship

between teaching and research.

However, in its most practical sense, the informants experienced that the integration between teaching and research is determined by time (the extent to which the academic staffs have compatible time to run teaching and research) and fund (the extent to which sufficient fund is given to run research). As indicated by the informants of the study, the academic staffs both before and after the differentiations were loaded with teaching hours. Accordingly, it was less likely for them to conduct research and / or make their teaching more of research oriented.

In addition, the institutional fund for the teaching was also very limited. And, the SPSU or the differentiated educational programs were less likely to win.

Chapter 8 Implications and Suggestions for Future Research

As the example of the SPSU is concerned, its differentiation seems to be attributed to the external conditions that are related to the changes in the policies of higher education and other institutional conditions. Thus, the findings seem to note that, not all differentiations in the educational programs are explained in terms of the interplay between the external / social and internal/ cognitive explanations. The explanations seem dependent on the context under which the educational programs are operated, and perhaps also the types of the educational programs.

The context could embrace the institutional or system level development in the higher education such as, for example, the state-higher education interactions, labor force demand, establishment history and purposes of the educational programs etc. Furthermore, the types of the educational programs implies the category to which academic areas that the educational programs do belong (e.g., the hard-applied, and soft-pure category in the academic disciplines)

Finally, given the targeted educational programs were similar in terms of their knowledge characteristics; there is less ground to generalize the findings to other educational programs. Therefore, a research that incorporates different type of educational programs might be important to extend the explanations and generalizations.

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Appendices

Appendix A: Information (Cover Letter)



Institute for Educational Research

P.O. Box 1092 Blindern

N-0317 Oslo

Date:

Visiting address:

Sem Sælandsvei 7, Helga Eng's Building, 5th floor

Telephone: +47 22 84 44 75

Fax: +47 22 85 42 50

www.uv.uio.no

Dear-----

I am Nigusse Weldemariam, and I am a student at the Masters Program in Higher Education, the University of Oslo-Norway. Currently, I am writing my thesis on the '*Differentiations of Educational Programs at Mekelle University (Ethiopia): Institutional Reactions, Factors, and Consequences*'. The differentiation of educational programs refers to the processes whereby an educational program (unit) splits in to two or more educational programs (units).

The purposes of the study are to:

- Identify the factors that derived the differentiations of educational programs,
- Describe the institutional reactions to the differentiations of the educational programs,
- Identify the perceptions of the academic staff about the consequences of the differentiations of the educational programs to the research and teaching relationships.

•

On the bases of my informal observations (while I was fulltime employee at the University of Mekelle) and also discussions with my current master thesis supervisor, Professor Berit Karseth, I decided to focus on the educational programs, which were subunits of the former Social Pedagogical Sciences Unit, but in the meantime differentiated in to independent educational programs. Thus, to obtain the required information, it is of important to conduct an interview with the academic staffs that were engaged in the differentiations of the educational programs.

The planned interview will focus on the following themes:

A) Factors, which derived the differentiations of Educational Programs- here emphasis, will be given to the national and institutional conditions that derived the differentiation of educational programs.

b) Institutional reactions to the differentiation of the Educational Programs- here emphasis will be given to sets of requirements demanded in the establishment of educational programs, challenges, if any, that were observed in the differentiations and the means used to overcome.

c) The consequences of the differentiations of the educational programs - here emphasis will be given to your opinion about the differentiations of educational programs and its consequences to the teaching and research relationships.

The interview will take approximately one hour, and will be conducted on a face-to-face conversation. Besides, the interview will be conducted either in English or Amharic language. Decision about which language to use is dependent on the interviewee's choice.

Your name will be kept confidential. That is, no individual interviewee's name will be written in the final report of the research. Instead, anonymity will be used to present your information. Besides, your information will be used to meet the purposes of this study only. Nothing else is

used your information for!

Participation is fully on voluntary bases. Therefore, if you would like to participant in it, please contact me no latter than 26th of March, 2011 using the address written below.

I am looking forward to hearing from you.

Tel: 0914758134

Email. kg_weldie@yahoo.com

Appendix B: Informed Consent

Title: The Differentiations of Educational Programs⁶at Mekelle University (Ethiopia): Institutional Reactions, Factors, and Consequences.

Main Researcher: Nigusse Weldemariam Reda, student at masters program of Master of Philosophy in Higher Education, University of Oslo-Norway

Institution: University of Oslo

Supervisor: Professor Berit Karseth, University of Oslo

email berit.karseth@ped.uio.no

Research: The purposes of the study are:

- Identify the factors that derived the differentiations of educational programs,
- Describe the institutional reactions to the differentiations of the educational programs
- Identify the perceptions of the academic staff about the consequences of the differentiations of the educational programs to the research and teaching relationships.

⁶ The differentiation of educational programs refers to the processes whereby an educational program (unit) splits in to two or more educational programs (units)

Participation Procedures: Participation in the project will consist of an interview that will last approximately of one hour. The interview will be recorded, unless the participant requests other wise. Privacy issue will be assured through confidentiality. Participation in the project is voluntary, and the participant has right to end the interview at all stages of the interview.

The participants understanding:

- ✓ I agree to participate in this study, and understand that it will be handed in as partial requirement of the master degree at the university of Oslo.
- ✓ I understand my participation is voluntary
- ✓ I understand that all collected data will be limited to this use
- ✓ I understand that I won't be identified with name in the final written product.
- ✓ I understand that all findings will be confidential in the secure possessions of the researcher and deleted at the end of the project

Signature of the interviewee

Signature of the interviewer

Appendix C Interview Guide

Demographic information: gender, age, academic background, academic position, work experience and year of employment to the Mekelle university.

Explaining Factors

1) Could you tell me what were the factors that derive the differentiations of your educational programs from SPSU?

1.1- Were there government policies in higher education? How

1.2- How about institutional conditions?

1.3- How about others?

Institutional Reactions*

2- how did your educational program split from the former SPSU?

2.1- what sets of requirements were required by then?

2.2 - How did you tried to meet these requirements?

2.3- Were there challenges during the differentiation of your educational program from SPSU?

- What were they and why?

- How were these challenges resolved?

Consequences

3) What were the consequences of the differentiations of the educational programs?

3.1-How would you see its consequences to the practices of teaching and research?

3.2-do you think that the differentiation in the educational programs had a role in deterring or enhancing the relationships between teaching and research? How?

* Data collected for institutional reactions theme is analyzed and organized as challenges in the differentiations of the SPSU.

ተቀጽላ E

የቃለ መጠይቅ መመርያ

ግለ ታሪክ በተመለከተ፡ ጾታ፡ እድሜ፡ የትምህርት መስክ፡ የትምህርት ደረጃ፡ የሰራ ልምድ/ በመቼል የኒቨርስቲ የተቀጠሩበት፡

ለትምህርት ክፍሎች መለያየት ና ዝርዝር መንስኤዎች

1- ለትምህርት ክፍልዎ ከSPSU መለየት ምክንያት የነበሩ ነገሮች ሊነግሩኝ ይችላሉ?

1.1- ከፍተኛ ትምህርትን በተመለከተ የመንግስት ፖሊሲዎች ነበሩ ይላሉ? በምን መልኩ?

1.2- ተጽማዊ ሁኔታዎችንስ

1.3- ሌሎች

የትምህርት ክፍሎች መለያየትና ተቋማዊ ምላሽ*

2- የትምህርት ክፍልዎ ከ ቀድሞው SPSU እንዴት ሊለይ ቻለ?

2.1- ምን አይነት መመዘኛዎችስ/ቅድመ-ማሟያዎች ተቀምጠውለት ነበረ?

2.2 - እነዚህ መመዘኛዎችስ ለማሟላት ምን ጥረት አርጋቸዋል

2.3- የትምህርት ክፍሉ ከ ቀድሞው SPSU ሲለይ ያጋጠሙ ፈተናዎች ነበሩን?

- ፈተናዎቹ እነማን ነበሩ ለምን -

- ፈተናዎቹ እንዴት ሊፈቱ እንደተሞከሩ ሲያብራሩ

- የትምህርት ክፍሎችን መለያየት ና ወጤቶቹ?

3) የትምህርት ክፍሎችን መለያየት ወጤቶች ምን ነበሩ?

3.1- ወጤቶቹ ከ መማር ና ከ ምርምር አንጻር እንዴት ያዩዋቸዋል?

3.2- የትምህርት ክፍሎችን መለያየት ለ ትምህርት ና ምርምር ግንኙነት ያለዎትን አስተያየት ፡ እንዴት?

*ለትምህርት ክፍሎች መለያየት ና ተቋማዊ ምላሽ ይሆናል ተብሎ የተሰበሰበው መረጃ ፡ የ ትምህርቱ ክፍሎችን ሲለያዩ ያጋጠሙ ችግሮች በማለት ተ ተንትነዋል?.